

Core Question 3: Is the organization effective and well run?

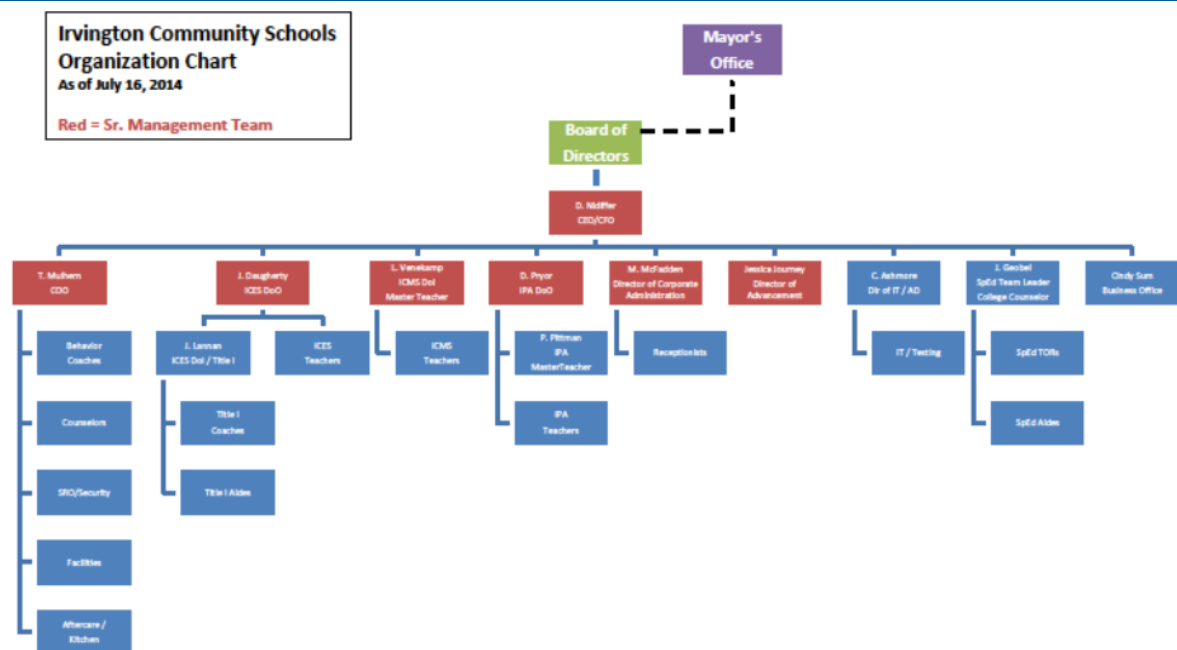
The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of five indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.1 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	AS	MS	MS	MS	MS		
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						ES
	Communication with internal and external stakeholders						MS
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						AS
	Consistency in providing information to and consulting with the schools' board of directors						MS

Irvington Community School (ICS) operates similar to a network, serving students K-12 in three separate facilities. The school leadership team, comprised of a Chief Executive Officer (CEO) who also operates as a Chief Financial Officer, a Chief Operations Officer (COO), as well as Directors of Operation (DOO) for grades K-5, 6-8, and 9-12, demonstrated sufficient academic and operational expertise and has remained exceptionally stable over time. Roles and responsibilities are clearly delineated with the CEO maintaining oversight of all other leaders.

Internally, DOOs maintained frequent communication with their families and staff and participated in regular meetings with the CEO. The CEO and COO were responsible for the majority of communications with external stakeholders, including the board of directors, Board Chair, Mayor's Office (OEI), and community partners.

Organizational Chart



As a network, leaders at ICS consistently reflected upon several areas of school data to inform day-to-day decisions. At the K-5 and 6-8 level, leaders have utilized TAP to develop teacher leaders and improve classroom instruction. They have also developed robust data analysis systems that allow the schools to intentionally direct supports to students. At the 9-12 level, leaders used credits earned, attendance, discipline, and assessment data to inform programming and student supports. Additionally, ICS has continually focused on retaining talent at the school level by implementing thorough evaluation and bonus systems. As a result, ICS maintained one of the highest staff retention rates in the Mayor's charter school portfolio.

The CEO was primarily responsible for providing information to the board of directors and prepared a thorough report before each meeting. Reports contained a combination of financial, academic, and operational information as well as policy updates and recommendations. DOOs often joined meetings either to directly present information or to answer questions.

Due to the consistently effective operational and academic leadership of ICS, the school is meeting standard on this indicator.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	AS	AS	AS	DNMS	DNMS		
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						DNMS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						AS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						AS

During the 2013-2014 school year, the CEO was responsible for submitting all documents to the Mayor's Office (OEI). While the school submitted all documents and completed all of its governance obligations, there were several months when documents were submitted late. Additionally, communication with the administration at ICS was somewhat limited in that there was often a lack of response to requests for documentation or information. This made school meetings challenging on occasion, as there was insufficient documentation to efficiently lead discussions. To address these concerns, the board elected to hire a Director of Corporate Administration for the 2014-2015 school year.

ICS maintained compliance with all material sections of its charter and submitted amendments as necessary. However, due to the significant concerns with timely compliance reporting, ICS **does not meet standard** on compliance obligations.

3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.3 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	MS	MS	MS	MS	MS		
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						AS
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						AS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

The board of directors for ICS is active, experienced, and provides competent oversight for the school. The board is comprised of individuals with experience in law, finance, education, business and technology, and community representation. Two directors were founding members and have been able to ensure a continuity of the school mission over the years.

A review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the school's mission of providing students with a rigorous, community-based and well-rounded education. Early in the year, directors performed a reflection exercise to ensure alignment on the school's mission, vision, and the board's actions. Directors regularly discussed a variety of topics in regards to school operations including academic goals and data, school events, fundraising, technology, facilities, and policy review and revision. When meeting, directors were regularly engaged in discussion and offered expertise where appropriate. Although the board did cancel five meetings during the year due to a combination of weather and attendance, they worked to reschedule when possible. Recognizing the benefits of a larger and more diverse board roster, the board engaged in a year-long strategic plan to recruit additional directors.

Skill Sets Represented on Board



Board Overview

Irvington Community School, Inc. holds the charter for Irvington Community School.

7
Members

majority
Required for Quorum

The ICS board held monthly meetings for the 2013-14 school year.

Irvington Community School is the only school operated by the board. Currently, it does not contract out with a Charter Management Organization or an Education Service Provider.

The Board Chair and CEO maintained consistent communication with one another and both provided regular school updates to OEI. For example, the CEO keeps the Director of Charter Schools consistently informed regarding issues with ICS' facility lease with the City of Indianapolis. However, despite OEI's noted concerns with the state of ICS's finances, the board lacked the necessary urgency in managing the CEO to make improvements that would improve the financial footing of ICS.

Regarding governance operations, the board maintained proper oversight of its bylaws and worked early on to review and revise them to prepare for a strategic expansion of the board roster. All meetings abided by Indiana Open Door Law and minutes were readily available in an appropriate amount of time. For the reasons explained above, ICS is approaching standard for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.4 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	n/a	n/a	n/a	n/a	AS		
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						MS
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						AS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						MS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						AS

The ICS board held monthly meetings at which several stakeholders, including the CEO, COO, and DOOs provided updated reports. Board packets were provided to all directors prior to meetings that allowed for review and meaningful discussions.

Annually, the CEO and DOOs receive a thorough evaluation, with the board evaluating the CEO and the CEO evaluating the DOOs. They all worked collaboratively in the beginning of the year to review school data and develop rigorous goals for the year. Evaluations were based the school's performance on these goals as well as on staff feedback. While the board created a thorough plan for the 2013-2014 school year to move from a start-up board to more strategic board, received training during a formal board retreat, reflected on initiatives, and developed a plan for recruiting several additional members and establishing committees, there was no formal method of setting board goals or evaluating its performance at the close of the year.

In all observed interactions, the board and the school leadership team appeared to have a positive and collaborative working relationship. The board provided a significant amount of autonomy to the CEO to use his expertise to make school-level decisions. While the school has managed a great deal of success in several areas, one area of concern for the past few years has been finances. On OEI's annual performance evaluation, ICS has not met standard for financial performance for the past three years. With the anticipated expansion of the board roster, there is an opportunity to elicit additional financial expertise and perspective to prioritize addressing these concerns.

Overall the board creates a positive and collaborative environment in working with the school leadership team. For these reasons, ICS is **approaching standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	MS	MS	MS	AS	MS		
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2013-14, ICS's facilities met all health and safety code requirements and provided safe environments conducive to learning. The design, size, maintenance, security, equipment and furniture of the facilities were all adequate to meet the needs of students, staff, and visitors. After some renovations at the middle school facility, the buildings were accessible to all, including people with physical disabilities. The Mayor's Office monitoring of ICS's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school is **meeting standard** for this indicator for 2013-14.